



Guide To English Language Proficiency (ELP) Assessments 2015/16

ACCESS 2.0
KINDERGARTEN ACCESS
ALTERNATE ACCESS
W-APT

Version 3

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Version History

Version	Date	Notes
1	August 3, 2015	Initial Publication
2	August 25, 2015	<ul style="list-style-type: none">• Updated Test Coordinators Training Checklist• Updated Technology Coordinators Training Checklist• Updated W-APT Training Dates• Fixed minor errors
3	September 25, 2015	<ul style="list-style-type: none">• Edited Contact Information• Added Registration Links in Calendars for WIDA Live Webinars• Added link in Calendars to WIDA AMS User Guide, Part 1• Edited Training Course Information• Added Timing Guidelines
Upcoming		<ul style="list-style-type: none">• Updated Links• Students Moving Scenarios

Overview

The LEA Guide to English Language Proficiency (ELP) Assessments is a comprehensive look at assessment testing specific to English language learners (ELL) for the 2015-2106 year. This document serves as a resource for contacts, questions, procedures, etc. The guide covers the assessments to be given by LEAs this year – the WIDA ACCESS Placement Test (W-APT) screener and the new ACCESS 2.0 English Language Proficiency (ELP) Assessment. Additionally, for the first time Missouri is offering the Alternate ACCESS – the ELP assessment for students with the most severe cognitive disabilities that would qualify for MAP-A.

What's New

- ACCESS 2.0 – Most of the ACCESS assessment moves online. Administering assessments online provides for:
 - Increased student engagement
 - Standardization of the test-taking experience
 - Built-in accommodations appropriate for individual student needs
 - Simultaneous administration of multiple grades and tiers
 - Elimination of individual administrations of the Speaking test
- The move to ACCESS 2.0 also brings a change to grade clusters.
- Accommodations have been updated to better reflect the new ACCESS 2.0 world.
- Alternate ACCESS – Missouri will be administering the Alternate ACCESS for the most severely cognitively disabled students (those that would qualify for MAP-A). See the Alternate ACCESS section for more information.

It is the policy of the Missouri Department of Elementary and Secondary Education not to discriminate on the basis of race, color, religion, gender, national origin, age, or disability in its programs or employment practices as required by Title VI and VII of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975 and Title II of the Americans with Disabilities Act of 1990. Inquiries related to Department programs and to the location of services, activities, and facilities that are accessible by persons with disabilities may be directed to the Jefferson State Office Building, Office of the General Counsel, Coordinator–Civil Rights Compliance (Title VI/Title IX/504/ADA/Age Act), 6th Floor, 205 Jefferson Street, P.O. Box 480, Jefferson City, MO 65102-0480; telephone number (573) 526-4757 or TTY (800) 735-2966, fax (573) 522-4883, email civilrights@dese.mo.gov.

Contact Information

Policy Questions

Contact	Phone	E-Mail
Drew Linkon – Assistant Director of Assessment	573-751-8285	drew.linkon@dese.mo.gov http://dese.mo.gov/college-career-readiness/assessment/access-ells
Shawn Cockrum – Director of MELL, Title III and Migrant	573-751-8280	shawn.cockrum@dese.mo.gov http://dese.mo.gov/quality-schools/migrant-education-ell-immigrant-refugee

Assessment Pre-code

Contact	Phone	E-Mail
Amanda Cash – Data Specialist in Accountability Data	573-526-4886	accountabilityData@dese.mo.gov http://dese.mo.gov/quality-schools/accountability-data

Administration Questions / W-APT/Standards/Logins

Contact	Phone	E-Mail
WIDA Client Services Help Desk	866-276-7735	help@wida.us www.wida.us https://www.wida.us/membership/states/Missouri.aspx
Contact WIDA for Questions Regarding: <ul style="list-style-type: none"> • ACCESS for ELLs 2.0 Suite Training • Kindergarten ACCESS for ELLs 2.0 (Paper-based) • ACCESS for ELLs 2.0 Grades 1-12 (Paper-based) • ACCESS for ELLs 2.0 Grades 1-12 (Online Administration) • Alternate ACCESS for ELLs 2.0 Grades 1-12 (Paper-based) • ACCESS for ELLs 2.0 Test Administration Procedures (Online and Paper-based) • WIDA ACCESS Placement Test (W-APT) Screener • WIDA Standards and Can Do Descriptors • WIDA Professional Learning • WIDA Research • WIDA Website User Accounts 		

Assessment Management System (AMS)/INSIGHT/TSM/Technical Support

Contact	Phone	E-Mail
Data Recognition Corp. (DRC)	855-787-9615	wida@datarecognitioncorp.com www.wida-ams.us
Contact DRC for Questions Regarding: <ul style="list-style-type: none"> • WIDA Assessment Management System (WIDA AMS) • ACCESS for ELLs 2.0 Online and Paper-based Materials Ordering • ACCESS for ELLs 2.0 Online Administration Technology • DRC Testing Site Manager (TSM) • DRC INSIGHT (online test software) • WIDA AMS/ACCESS for ELLs 2.0 Online Technical Issues • ACCESS for ELLs 2.0 Data and Reporting 		

MELL

MELL Instructional Specialist Coverage Map

Becky Smith
800-762-4146
rmsmith@ucmo.edu

Region 2

Marlow Barton
314-692-1247
mbarton@edplus.org

Region 3

Debra Cole
314-692-1238
dcole@edplus.org

Region 1

Diane Mora
816-235-6157
morad@umkc.edu

Sarah Knoll
816-235-8844
knollsa@umkc.edu

Region 4
Claudia Franks
417-836-4093
claudiafranks@missouristate.edu

Region 5
Jesse DeLeon
573-986-6734
jdeleon@semo.edu

MELL Instructional Specialists

The regional Migrant and English Language Learner (MELL) instructional specialists help districts with the following topics:

- W-APT Trainings
- Title I-C and Title III funds
- Professional development opportunities
- ELL/Migrant identification
- Building capacity in educational programs and strategies
- Assistance to LEAs in enhancing English language proficiency and academic achievement of ELLs
- Additional ELL topics

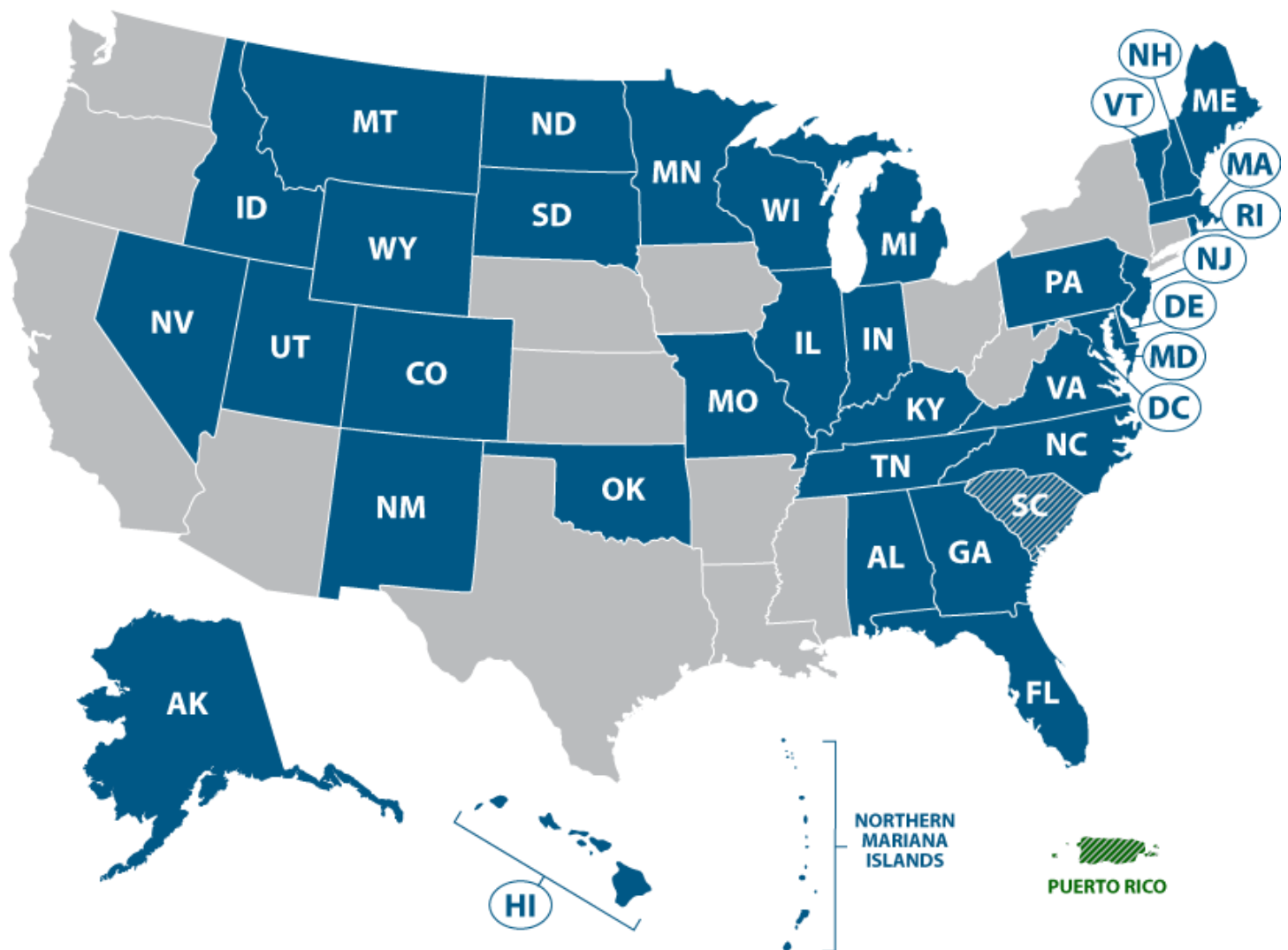
Region	Name	Contact Info
1 – Kansas City and Northwest	Diane Mora	816-235-6157 morad@umkc.edu
1 – Kansas City and Northwest	Sarah Knoll	816-235-8844 knollsa@umkc.edu
2 – Warrensburg and Central and North Central	Becky Smith	800-762-4146 rsmith@ucmo.edu
3 – St. Louis and Northeast	Marlow Barton	314-692-1247 mbarton@edplus.org
3 – St. Louis and Northeast	Debra Cole	314-692-1238 dcole@edplus.org
4 – Springfield and Southwest	Claudia Franks	417-836-4093 claudiafranks@missouristate.edu
5 – Cape Girardeau and Southeast	Jesse De Leon	573-986-6734 jdeleon@semo.edu

WIDA

The WIDA Consortium is a non-profit group whose purpose is to promote educational success for ELLs. WIDA advances academic language development and academic achievement for linguistically diverse students through high quality standards, assessments, research, and professional development for educators. WIDA also provides meaningful tools, training and information to educators working with ELLs, which are anchored in research-based practices for serving these diverse learners. The WIDA Consortium currently consists of 34 states, the District of Columbia and the Northern Mariana Islands.

Missouri joined the WIDA consortium in 2010 in response to both wanting to improve the ELL standards within the state and to help provide better service and assessment to a growing ELL population – in 2000 Missouri had around 10,000 ELLs and by 2010 had more than 20,000. Missouri tested over 29,000 in 2014/15. The June MOSIS count shows between 33,000 and 36,000 ELLs in the state for the 2015/2016 school year.

WIDA Consortium MAP – July 2015



The striped states have adopted WIDA Language Development Standards but do not participate in other Consortium activities.

WIDA Website and Login

The WIDA website (www.wida.us) contains a wealth of diverse tools and resources for LEAs to use. Among these are the [English Language Development \(ELD\) standards](#), currently used by thousands of educators to help set curricular goals, plan differentiated lessons and measure student language growth. In addition, the [Can Do Descriptors](#) are a useful tool when working with general education teachers, students and parents to help show the students' linguistic abilities and help set goals for language development.

The WIDA website restricts the ability to download and view certain files without a login. Districts can now manage their own accounts using the new WIDA User Account Management tool.

1. Log in to the WIDA website – <http://www.wida.us/login.aspx>
 2. Click on the “User Account Management” button. This tool will show information for all user accounts in your district and allow the District Test Coordinator (DTC) to manage them.
 3. District Test Coordinators can search the list by first name, last name, or email address.
 4. Sort the list by clicking on a column heading. The first click sorts the list in ascending order (A>Z or unchecked box) while the second click sorts the list in descending order (Z>A or checked box).
 5. To manage accounts, simply find the user and check or uncheck the desired box to turn on or turn off that role. For example, if a user is not currently a District Coordinator (empty, unchecked box) then click in that box to make the user a district coordinator.
 6. LEAs have the capability to turn role permissions on and off as needed. The goal is to make sure to allow for the greatest balance of accessibility, security, flexibility, and control based on needs.
- Those with the ACCESS box checked can view and download any materials other than the W-APT Screener.
 - Those with the W-APT box checked will be able to download and print the W-APT Screener Test materials.
 - Please deactivate the account for anyone no longer in your LEA.
 - The WIDA site does have a “forgot password” feature - <http://www.wida.us/ResetPasswordRequest.aspx> - to be used as needed.

WIDA Website Accounts

District Test Coordinators who do not have an account need to contact the WIDA Client Services Center at 866-276-7735 or help@wida.us.

Other district users should contact their District Test Coordinator to get an account setup.

The District Test Coordinator will make determinations on who has access to the W-APT.

W-APT

For the 2015-16 school year, the W-APT will remain the same paper-based version accessible through the WIDA website. Information will be coming in the late spring/early summer regarding the updated online W-APT to be used beginning in the 2016-17 school year.

W-APT stands for the WIDA-ACCESS Placement Test. This assessment tool, known as a "screener," is used by educators to measure the English language proficiency of students who have recently arrived in the U.S. or in a particular LEA. It can help to determine whether or not a child is in need of English language instructional services.

Upon enrollment, Missouri LEAs are required to give a home language survey or questions on an enrollment form. The questions are:

- A) Is the student's native tongue a language other than English?
- B) Is a language other than English spoken in the student's home or environment?

If the answer to either question is yes, or if an LEA feels that a child might have an English language learning need due to unreported exposure to another language, the LEA is required to screen the child using the W-APT screening assessment.

LEAs have 30 calendar days from the beginning of the school year to administer the W-APT. If a student moves in after the beginning of the school year, the LEA has 10 school days upon enrollment to administer the W-APT. LEAs may also choose to administer the W-APT during the Kindergarten roundup. If your LEA receives a new student from another LEA or state that is part of the consortium AND the student has a W-APT or ACCESS for ELLs score report, they will not need to be re-screened. Simply add their previous W-APT or ACCESS score report to the student cumulative folder.

Missouri LEAs may not provide screening services for private school students. Having access to the W-APT screener is paid for by the state and thus may not be used to provide direct services for private school students.

Each form of the test assesses the four language domains of Listening, Speaking, Reading, and Writing.

The W-APT is designed to be individually administered and adaptive, meaning that parts of the test may be discontinued as soon as the student reaches his or her performance "ceiling."

About the W-APT

W-APT test items are written from the model performance indicators of WIDA's five English Language Proficiency (ELP) standards:

- Social & Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

Test forms are divided into five grade-level clusters:

- Kindergarten
- Grades 1-2
- Grades 3-5
- Grades 6-8
- Grades 9-12

The W-APT was designed to be used as:

- One piece of criteria to determine eligibility for language support services
- An indicator of a student's language proficiency level (1 through 6) on the WIDA continuum
- An aid to determining appropriate levels and amounts of instructional services

W-APT Training

In Missouri, any test administrator of the W-APT must have either attended a MELL W-APT training or have gone through training at the LEA given by someone who attended a MELL W-APT training.

W-APT trainings are given in the fall.

W-APT Training Dates

Date	Location	Contact Information
8/5	Central RPDC – Warrensburg	Becky Smith – 800-762-4146 – rsmith@ucmo.edu
8/7	London Hall – Columbia	Becky Smith – 800-762-4146 – rsmith@ucmo.edu
8/11	STL RPDC – St. Louis	Marlow Barton – 314-692-1247 – mbarton@edplus.org
8/18	Union - Kirksville	Becky Smith – 800-762-4146 – rsmith@ucmo.edu
8/18	STL RPDC – St. Louis	Debra Cole – 314-692-1238 – mailto:dcole@edplus.org
8/20	KC RPDC – Kansas City	Sarah Knoll – 816-235-8844 – knollsa@umkc.edu
8/21	London Hall – Columbia	Becky Smith – 800-762-4146 – rsmith@ucmo.edu
8/25	KC RPDC – Kansas City	Sarah Knoll – 816-235-8844 – knollsa@umkc.edu
8/25	SE RPDC – Cape Girardeau	Jesse De Leon – 573-986-6734 – jdeleon@semo.edu
8/26	Central RPDC – Warrensburg	Becky Smith – 800-762-4146 – rsmith@ucmo.edu
8/26	SW RPDC – Springfield	Claudia Franks – 417-836-4093 – claudiafranks@missouristate.edu
8/26	Fisher Delta Research Center - Portageville	Jesse De Leon – 573-986-6734 – jdeleon@semo.edu
8/27	Troester Media Center – St. Joseph	Sarah Knoll – 816-235-8844 – knollsa@umkc.edu
8/31	KC RPDC – Kansas City	Sarah Knoll – 816-235-8844 – knollsa@umkc.edu
9/3	Mineral Area College – Park Hills	Jesse De Leon – 573-986-6734 – jdeleon@semo.edu
9/9	Union - Kirksville	Becky Smith – 800-762-4146 – rsmith@ucmo.edu
9/11	SC RPDC - Rolla	Jesse De Leon – 573-986-6734 – jdeleon@semo.edu
9/15	SW RPDC – Springfield	Claudia Franks – 417-836-4093 – claudiafranks@missouristate.edu

In addition to attending a live training or having been trained at the LEA by someone who attended a live training, administrators should read and become familiar with the W-APT Test Administration Manual and the Scored Student Writing Samples. The manual and writing samples can be found on the WIDA site at <http://www.wida.us/assessment/w-apt/#prep> once the user has logged in.

Beyond training, the only requirement to give the W-APT is that the test administrator must be a district employee that, at a minimum, meets the [requirements of a paraprofessional under Title I](#). **Substitute teachers may not give the W-APT unless they are under contract with the district.**

Downloading the W-APT

To download the W-APT the user must be logged in and have the W-APT box checked on their account. District Test Coordinators can make the decision as to who has access to the W-APT. The W-APT test forms can be accessed from the download library on the right side of this page: <http://www.wida.us/assessment/w-apt/>.

Remember that the W-APT is a secure test. Individual test administrators must be trained in its administration and have agreed to maintain the security of test questions. Once tests are downloaded and printed, they are kept as secure as other state assessments, and are administered following standard procedures.

W-APT Administration

The W-APT is meant to be administered in an individual setting and therefore cannot be given in groups.

Please use the following chart to determine which form of W-APT should be used. For first semester students, WIDA recommends that students should NOT be screened at a grade level where they have yet to receive instruction.

For First Semester Students													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Test To Be Used	K ¹	K	1-2	1-2	3-5	3-5	3-5	6-8	6-8	6-8	9-12	9-12	9-12
For Second Semester Students													
Grade Level	K	1	2	3	4	5	6	7	8	9	10	11	12
Test To Be Used	K	1-2	1-2	3-5	3-5	3-5	6-8	6-8	6-8	9-12	9-12	9-12	9-12

The W-APT for all grade levels except kindergarten is administered as follows:

- The Speaking test is administered first, followed by the Listening, Reading, and Writing tests.
- All components are adaptive, meaning the component in process is stopped when the test administrator reaches items with more complex material than the student is likely to successfully handle. Instructions for stopping a component are included in the test script.

W-APT Scoring

The W-APT is scored completely by the test administrator. No part of the W-APT is sent away for scoring.

- When scoring the Speaking section of the W-APT test administrators determine whether a student's response approaches, meets, or exceeds expectations based on a given rubric.
- Scoring for the Writing test is also based on a rubric. Scored writing samples are available to help raters get accustomed to using the rubric.
- An answer key on the scoring sheet is provided for the multiple choice Listening and Reading items.
- The W-APT scoring sheet guides test administrators in assigning an overall or composite English language proficiency level for all four components of the test.

[The W-APT Score Calculator](#) is a tool to save test administrators the time of manually converting raw scores and calculating the composite proficiency level (CPL) scores. It calculates Speaking, Reading, Writing and Listening proficiency scores, along with the CPL score and a grade-adjusted CPL score. Unfortunately, it cannot be applied to Kindergarten scores at this time. Please note that scores are not saved in the calculator. Using the calculator will also generate a basic printable score report.

LEAs need to keep results in the students' cumulative folder. Additionally, it is strongly recommended that LEAs share the results with the parents and teachers of the student. W-APT results should also be kept for monitoring purposes.

The scores from the W-APT are used to determine if a student meets the identification criteria of an ELL.

¹ Because most 1st semester Kindergarten students cannot read or write you will screen them on the listening and speaking modalities only, using the Kindergarten W-APT. They will then be tested on all four modalities using the ACCESS for ELLs assessment.

Eligibility For Services – 1st Semester Kindergarten

Because most first semester Kindergarten students cannot read and/or write, they are given the W-APT in only two modalities (listening and speaking). Based on the NCLB requirement to determine English proficiency based on all four domains, all Kindergarten students that are assessed with the Kindergarten W-APT during their first semester must be assessed with the ACCESS 2.0 during the state testing window.

	The student is ELIGIBLE for English Language services if they:	The student is NOT REQUIRED to receive English Language services if they:
SCORE	Have a combined score of 28 or lower on listening and speaking	Have a combined score of 29 or higher on listening and speaking
OUTCOME	Student should be identified as LEP_RCV in MOSIS and will take the ACCESS 2.0 assessment.	Student should be identified as LEP_NRC in MOSIS and will take the ACCESS 2.0 assessment so that a determination based on all four modalities can be made.

Eligibility For Services – 2nd Semester Kindergarten/1st Semester 1st Grade

Those students who are either a 2nd semester Kindergarten student or a 1st semester 1st grade student will be screened using the Kindergarten W-APT.

	The student is ELIGIBLE for English Language services if they:	The student is NOT ELIGIBLE for English Language services if they:
SCORE	<ul style="list-style-type: none"> Have a combined score of 28 or lower on listening and speaking OR <ul style="list-style-type: none"> Have a score of 10 or lower on reading OR <ul style="list-style-type: none"> Have a score of 11 or lower on writing 	<ul style="list-style-type: none"> Have a combined score of 29 or higher on listening and speaking AND <ul style="list-style-type: none"> Have a score of 11 or higher on reading AND <ul style="list-style-type: none"> Have a score of 12 or higher on writing
OUTCOME	Student should be identified as LEP_RCV in MOSIS and will take the ACCESS 2.0 assessment.	Student should be identified as NLP in MOSIS.

Eligibility For Services – 2nd Semester 1st Grade through 12th Grade

	The student is ELIGIBLE for English Language services if they:	The student is NOT ELIGIBLE for English Language services if they:
SCORE	Have a composite proficiency level score lower than 5.0	Have a composite proficiency level score of 5.0 or higher
OUTCOME	Student should be identified as LEP_RCV in MOSIS and will take the ACCESS 2.0 assessment.	Student should be identified as NLP in MOSIS.

For questions about starting English Language services, please contact your local MELL Instructional specialist. Contact information can be found on page 6 of this guide.

Parent/Legal Guardian Notification

Parents must be notified about the screening test results and placement decisions no later than 30 calendar days after the beginning of the school year or within 10 school days if the student enrolls in the school district during the school year. Such notifications shall be provided in English and in a language that the parents can understand, to the maximum extent practicable.

Notifications should include:

- Eligibility for ELD services
- Student's level of proficiency and how it was assessed
- Method of delivery of instruction for ELD
- How program will help the child learn English and meet age appropriate academic achievement standards for grade promotion and graduation
- Specific requirements for exiting the program
- Information pertaining to parental rights that includes written guidance detailing:
 - The right that parents have to have the child immediately removed from Title III supplemental programs upon their request
 - Assisting parents in selecting among various programs or methods of instruction, if more than one program or method is offered
- Notification of services must be sent to parents on an annual basis

Note that this is a notification of the students' ELP level and how the district will meet the student's ELD needs, not a consent for the child to receive services. Parents have the right to choose whether or not their child receives Title III Supplemental ELD services.

ACCESS 2.0

In 2015-16, the WIDA Consortium will begin administration of the new, annual summative assessment, ACCESS for ELLs 2.0. A mostly online assessment, ACCESS 2.0 will replace the current paper-based version of ACCESS for ELLs for Grades 1-12.

Like ACCESS for ELLs, the new assessment will allow educators, students, and families to monitor students' progress in acquiring academic English in the domains of speaking, listening, reading, and writing and will be aligned with the [WIDA English Language Development \(ELD\) Standards](#).

As with ACCESS for ELLs, the tasks on the new summative assessment will attempt to replicate the kinds of communicative situations (and the language needed to be processed or produced within them) that might be encountered in different school contexts. Each assessment item and task will target at least one of the five WIDA ELD Standards:

- Social and Instructional Language
- Language of Language Arts
- Language of Mathematics
- Language of Science
- Language of Social Studies

ACCESS for ELLs 2.0 will continue to assess each of the four language domains of Listening, Speaking, Reading, and Writing separately.

Purpose and Use of ACCESS 2.0

- Help students understand their current level of English language proficiency along the developmental continuum.
- Serve as one of multiple measures used to determine those students prepared to exit English language support programs.
- Provide teachers with information they can subsequently use to enhance instruction and learning in programs for their English language learners.
- Provide districts with information that will help them evaluate the effectiveness of their ESL/bilingual programs.
- Meet federal requirements, such as Annual Measureable Achievement Objectives 1 and 2, for the monitoring of ELLs progress toward English language proficiency.

Test Administrators

Beyond training, the only requirement to give the ACCESS 2.0 is that the test administrator must be a district employee that, at a minimum, meets the [requirements of a paraprofessional under Title I](#). **Substitute teachers may not give the ACCESS 2.0 unless they are under contract with the district.**

Who Takes ACCESS 2.0

Students who meet the following guidelines are required to take the ACCESS assessment:

- Those K-12 students that are identified for ESL services

AND

- Enrolled in a Missouri public school or charter school

Students who are designated in Core Data as the following **DO** take the ACCESS 2.0 assessment:

Code Name	Default Code
Not Receiving Services	LEP_NRC
Receiving Services	LEP_RCV

Students who are designated in Core Data as the following **DO NOT** take the ACCESS assessment:

Code Name	Default Code
Not LEP	NLP
1 Year Monitoring	MY1
2 Year Monitoring	MY2

If the student transfers into the LEA after the state ACCESS for ELLs testing window has already begun, then the LEA is **not required** to test the student, but have the option to do so.

Changes to Clusters

Language and cognition develop quickly in younger children, broadening in depth and breadth as they mature. In order to better measure younger students' language development, ACCESS for ELLs 2.0 will include a separate test form for Grade 1. Grades 2-3 will form a new grade cluster, as will Grades 4-5. The two remaining test forms will assess the proficiency of middle school (Grades 6-8) and high school (Grades 9-12) English language learners.

Clusters for ACCESS 2.0					
K	1	2-3	4-5	6-8	9-12

Computer Based

The ACCESS for ELLs 2.0 Summative Assessment will be a mostly online test for grades 1-12. In addition to standardizing the test-taking experience for all students, it is expected that the multimedia and improved dynamism of a computer-delivered assessment will more readily engage students. By moving to computer delivery, ACCESS for ELLs 2.0 will benefit from the wide range of possibilities afforded by technology: from item presentation and capturing responses, to accessibility and scoring efficiency.

Some advantages of administering ACCESS for ELLs 2.0 online include:

- Increased student engagement through a more dynamic testing experience
- Built-in accommodations and accessibility features appropriate for a range of student needs
- Simultaneous administration of multiple grades
- Increased ease for test administrators, who will no longer need to administer and score the Speaking test one-on-one
- Prior to taking the assessment, all students will have an opportunity to become familiar with the computer interface through video tutorials and practice test items.

Technology Requirements

There are two sets of technology requirements – one for the INSIGHT Platform and one for the Testing Site Manager (TSM). Additionally, please keep in mind that the ACCESS 2.0 assessment will require both headphones and a microphone. WIDA has created a headset specifications document. Please refer to the following documents for more information on the technology requirements for ACCESS 2.0.

- [INSIGHT Testing Platform and Testing Site Manager \(TSM\) Technology Requirements](#)
- [Headset Specifications Document](#)

INSIGHT and WIDA AMS

The online system consists of two parts: INSIGHT and WIDA AMS (Assessment Management System). INSIGHT is the testing platform for students to use. WIDA AMS is the test administration web site where those with access can, among other tasks:

- Provide enrollment information
- View and update student information prior to testing; including indicating the use of accommodations
- Place students into test sessions and print test tickets.

Please note: The WIDA AMS should only be accessed using IE 7-9, Firefox 6 or higher or Safari 4 or higher. Using other web browsers may cause issues and conflicts with the site.

Testing Site Manager (TSM)

The test engine, Data Recognition Corporation (DRC)'s INSIGHT testing system, requires a Testing Site Manager (TSM) that helps manage and streamline the communication process between the test computers and the INSIGHT server. A TSM typically reduces bandwidth traffic for schools by about 50% when downloading test content. With a TSM, if the communication stalls because the Internet connection is congested, the testing computer sends its responses to the TSM cache. The TSM can be installed using an easy-to-use installation Wizard. This TSM does not communicate with other caching servers, so districts should plan to download this in addition to any system they already have.

Understanding INSIGHT System Bandwidth and Connectivity Requirements

In order to start a test, the INSIGHT system contacts DRC to login. After a successful login, INSIGHT downloads the test from the TSM. INSIGHT sends responses to DRC every time the page is changed or to the TSM if communication with DRC is lost. Because of the way the responses are sent, INSIGHT must maintain connectivity to the Internet or the TSM throughout the test. INSIGHT can be used on wireless networks but states and districts will need to be aware of overall Internet usage to ensure that testing is not affected.

Technology Readiness Checks

As outlined in the Technology User Guide, districts should plan to use two downloadable software programs to test their systems. The two downloads will be available for download in the new administrative portal, WIDA Assessment Management System (AMS).

System Readiness Check

The System Readiness Check is a software application that is designed to help troubleshoot any issues that might occur during INSIGHT installation or when INSIGHT is running. The application starts when INSIGHT is installed and runs anytime INSIGHT starts. It runs a series of tests that enable diagnosing and easily correcting most errors.

Load Simulation Tool

The Load Simulation Tool is a software application that simulates and tests both the load and route of the data from the testing workstation to the DRC servers to help ensure that everything is set up correctly for testing. Technology Coordinators can use this software tool to perform load simulations to help estimate the amount of time it will take to download tests and upload responses.

Computer Based vs. Paper/Pencil

Missouri began online testing in 2009 when the End-of-Course assessments first went online. Last spring, the MAP Grade-Level Assessments went online for the first time.

There are some states in the consortium who have not moved to online assessments. They may have some LEAs that are not prepared for online testing. **In Missouri, all districts have the capabilities to complete online testing.** Any language you may read during training that discusses districts choosing to give a paper/pencil assessment to all students due their district not being technologically prepared **does not apply to districts in Missouri.**

Default Response Options

Grade	Speaking	Listening	Reading	Writing
K	Kindergarten Kit	Kindergarten Kit	Kindergarten Kit	Kindergarten Kit
1	Computer	Computer	Computer	Paper Only
2-3	Computer	Computer	Computer	Paper Only
4-5	Computer	Computer	Computer	Computer
6-8	Computer	Computer	Computer	Computer
9-12	Computer	Computer	Computer	Computer
Alternate	Paper Only	Paper Only	Paper Only	Paper Only

Please note, these are the default response options. The default option of computer can be changed to paper/pencil under certain circumstances.

Unlike our other state assessments, if any portion of the assessment is given via Paper/Pencil, the district **will not** enter those student responses. Instead, those responses will be shipped back with all physical testing materials.

ACCESS 2.0 Certification Quiz

WIDA requires test administrators to complete the *ACCESS for ELLs 2.0 Test Administration Quiz* before administering the test. It is the district test coordinators responsibility to monitor whether test administrators have passed the quiz and are prepared to administer the assessment. District Test Coordinators can monitor their district educators' training certification results via the [WIDA website](#).

Computer vs. Paper/Pencil

- The **Kindergarten** assessment remains unchanged from previous years. Districts will continue to order and use the Kindergarten ACCESS kit.
- In **grades 1-3**, the writing domain will only be available via paper/pencil. The other domains will default to computer based testing.
- In **grades 4-12**, all domains will default to computer based testing.

Reasons why a student may move from computer based testing to paper/pencil:

- It is an allowable accommodation for students with disabilities who have it in their IEP/504 plan.
- For students who are new to the country who may not have had access to computers, the district may choose to give the test to the student via paper/pencil.

Kindergarten ACCESS

The test is an individually-administered, adaptive assessment designed to take an average of 45 minutes per student. It is based on the WIDA English Language Proficiency Standards that form the core of the WIDA Consortium's approach to instructing and assessing English language learners.

The Kindergarten ACCESS assessment is:

- Individually administered
- Not tiered; all students take the same test
- All domains (Speaking, Listening, Reading, Writing) are tested twice, once within the expository section and once within the narrative section
- Speaking and Listening are presented together, alternating between a listening task followed by a speaking task
- All sections are adaptive, meaning items are presented until the student reaches his/her performance "ceiling"
- Scored locally by the Test Administrator
- High-interest stories
- Engaging color graphics
- Improved item types using manipulatives (cards, an Activity Board, and a Storybook)
- Thematic integration of the language domains (Listening, Speaking, Writing, Reading)

Kindergarten Certification Quiz

WIDA requires test administrators to complete the *Kindergarten ACCESS Test Administration Quiz* before administering the test. It is the district test coordinators responsibility to monitor whether test administrators have passed the quiz and are prepared to administer the assessment. District Test Coordinators can monitor their district educators' training certification results via the [WIDA website](#).

Kindergarten ACCESS for ELLs Test Administration FAQ

Can the Kindergarten test be administered in two sessions instead of one?

The Kindergarten ACCESS for ELLs test may be administered over two sessions, but the break must occur between the narrative (A-C) and expository (D-F) sections of the test, and the break may not last more than two consecutive school days. If the student needs additional stretch breaks you may provide time for that, however, many students in this age group take time to "warm up" to a particular activity, so test scores could actually be lowered for some students by dividing up the administration sessions with additional breaks extending longer than a stretch or bathroom break.

In situations when the testing session absolutely must be interrupted (for example, by lunch or a fire drill), it is permissible to stop administration and resume at a later time. WIDA emphasizes that this should only occur in cases of emergency or extreme inconvenience, and the testing session should be resumed as quickly as possible.

How do I determine when to stop in the Listening/Speaking section?

Please follow the criteria for advancement and stop only if the student meets BOTH criteria for stopping. If a student does not meet both criteria for stopping, even though his or her response may have been deficient in one of the two areas (Listening or Speaking), both parts must be administered at the next level.

What do I mark for tasks B2, B3, B4, & B5 and E4 & E5 if these items are not administered?

If these tasks are not administered because student did not meet the criteria for advancement in B1 or E1-E3, DO NOT mark a score for Tasks B2-B5 or E4 & E5. Assigning a score of 0 indicates that the section was administered, so please do not mark any score for these tasks if they are not administered. Instead, simply check "Stopped here" on the last item administered, and leave the rest blank.

Why is there a difference between what is written in the Speaking "Expect boxes" in the Script and what I see in the Speaking Rubric? Which should I use for scoring?

In the Test Administrator Script for Kindergarten, WIDA introduced the "expect box" to the Speaking portion of the test. The expect boxes contain a short summary of the full task-level expectations contained in the Speaking Rubric. The contents of the expect box are meant to serve as a quick reminder of the language the task requires the student to produce in order to meet the task-level expectations contained in the full Speaking Rubric. The test administrator must use his or her internalized understanding of the descriptions in the full Speaking Rubric as the complete guide for making scoring decisions.

That said, test administrators may notice a slight difference between what is written in the expect box and what appears under Linguistic Complexity in the Speaking Rubric. The expect boxes reflect reasonable expectations based on the developmental characteristics of Kindergartners, who may not always speak in full sentences even when fully proficient in English. Therefore, the expect boxes serve as a useful distillation of the Speaking Rubric yet incorporate some slightly adapted expectations in the area of Linguistic Complexity resulting from expert awareness of Kindergartners' development in the domain of speaking. For example, where the Speaking Rubric calls for the students to produce sentences at Level 3, the expect box requires only phrases in response to a Level 3 test item. The expect boxes and Speaking Rubric together provide a holistic picture of how students are expected to speak at each level of language proficiency during the PreK/Kindergarten grade years, and both should be utilized in scoring the Kindergarten Speaking test.

Alternate ACCESS

In addition to the transition to ACCESS 2.0, Missouri will be offering the Alternate ACCESS for the first time.

The [Alternate ACCESS for ELLs](#), is an assessment of English language proficiency for students in grades 1 – 12 who are classified as English language learners (ELLs) and have significant cognitive disabilities (those who do or would qualify for MAP-A) that prevent their meaningful participation in the ACCESS for ELLs 2.0 assessment. The assessment is based on [Alternate Model Performance Indicators](#) (AMPs), which provide expectations of what students should be able to process and produce at a given Alternate ELP level.

The Alternate ACCESS for ELLs provides students with additional opportunities to demonstrate their English language proficiency through scripted cues in the Listening and Readings Sections and auxiliary questions in the Speaking Section. It also includes modeled tasks in the Writing Section to allow students to observe the test administrator perform the task before trying it. Other unique features of the test include simplified language, repetition of questions, increased graphic support, larger testing materials, and graphics.

The Alternate ACCESS for ELLs is an individually administered paper and pencil test. All sections of the assessment are scored locally by the test administrator.

Test Materials

Alternate ACCESS can be ordered along with ACCESS for ELLs 2.0 test materials from [WIDA AMS](#). Prior to ordering, Test Coordinators must complete the Test Materials Ordering and Additional Material Ordering training modules available via [WIDA AMS](#).

Test Scheduling

The Alternate ACCESS for ELLs assessment is individually administered for all four sections (Listening, Reading, Writing, and Speaking) of the test. WIDA recommends that each test section be administered in a separate testing session.

The different test sections can be administered on different days, with no minimum or maximum break between administrations, as long as the entire assessment is administered within your district's allotted testing window. Each section of the test is estimated to take approximately 20 minutes. Please see the *Test Administration Manual* for additional details on scheduling the test.

Test Administrator Preparation

Test administration training and certification is crucial for successful administration of Alternate ACCESS for ELLs, and the answers to many frequently asked questions about test administration can be found in the training.

Alternate ACCESS Certification Quiz

WIDA requires test administrators to complete the *ACCESS for ELLs 2.0 Test Administration Quiz* before administering the test. It is the district test coordinators responsibility to monitor whether test administrators have passed the quiz and are prepared to administer the assessment. District Test Coordinators can monitor their district educators' training certification results via the [WIDA website](#).

Where To Start

Prior to beginning training, there are decisions and steps that need to be made by the district for each ELL taking the ACCESS 2.0 Assessment.

Assessment Decision Matrix

The first decision to be made is to determine which assessment the student should take. Please use the following decision matrix to determine which assessment each student will take.²

Does the student qualify for MAP-A (for grades 1-2 would they?)	
NO	YES: The student should take Alternate ACCESS

If **NO**, answer this question:

Is the student in Kindergarten?	
NO	YES: The student should take the Kindergarten ACCESS

If **NO**, answer this question:

Does the student require a Paper/Pencil, Large Print or Braille assessment as indicated in the IEP?	
NO	YES: The student should take the Paper/Pencil, Large Print or Braille assessment as indicated in the IEP.

If **NO**, answer this question:

Will the level of exposure to technology have an impact student performance?	
NO: The student should take the online assessment.	YES: The student should take the Paper/Pencil assessment.

² There is no Kindergarten Alternate ACCESS. For those students you suspect would qualify for that assessment, mark them as NLP in Core Data and make a re-determination when they are in 1st grade.

Accommodations

Once it has been determined which of the assessments a student will take (Kindergarten, Alternate, Paper/Pencil or Online) this district will need to determine which tools and accommodations would be useful for the student to show what they know on the assessment.

Beginning with the 15-16 school year, there is a new accessibility and accommodations matrix for the ACCESS 2.0 assessment. This can be found in the Accessibility and Accommodations Descriptions document.

For the first time WIDA is also providing a guidelines document. This document provides information for educators as they guide English Language Learners (ELLs), with and without disabilities, through ACCESS for ELLs 2.0. These guidelines explain recommended accommodations and accessibility support that can help ensure all ELLs participate fairly and equitably in ACCESS for ELLs 2.0. The guidelines help districts to determine which ELLs are eligible to use the accommodations described in this document and present decision-making strategies to help schools and districts meet the needs of ELLs through the use of accommodations during ACCESS for ELLs 2.0 administration.

- [ACCESS 2.0 Accessibility and Accommodations Descriptions](#)
- [ACCESS 2.0 Accessibility and Accommodations Guidelines](#)
- [Considerations When Choosing Appropriate Accommodations for Alternate ACCESS](#) (Scroll down to Accommodations section)

Pre-Coding

There are some training pieces and a training module from WIDA providing instructions on how districts may upload a pre-code file directly to WIDA. **Missouri is NOT participating in this process.** Missouri submits one file at the state level.

Districts should participate in the pre-code process run through DESE. The pre-code process works in the same way as pre-coding for other state assessments. The pre-code window runs from **10/1 – 11/6**. For more information on the pre-code process, please visit <http://dese.mo.gov/data-system-management/core-datamosis/timelines#assessprecode>. If you have questions about the pre-code process, please contact DESE Accountability Data at 573-526-4886 or accountabilitydata@dese.mo.gov.

By using the pre-code process, students taking a paper based assessment will receive a student label and those taking an online assessment will automatically be entered into the WIDA AMS Administration site.

Ordering

All ordering is done through the WIDA-AMS site and can only be done by the Test Coordinator.

Training

Districts are no longer required to attend a live training to give the ACCESS 2.0, Kindergarten or Alternate ACCESS assessments. Instead, training will be completely online. In the appendices of this document, there are three calendars broken down into roles: Test Coordinator, Test Administrator, and Technology Coordinator.

These training calendars contain links to all of the relevant resources, webinars, manuals and training modules needed to prepare for the assessments.

Data Validation

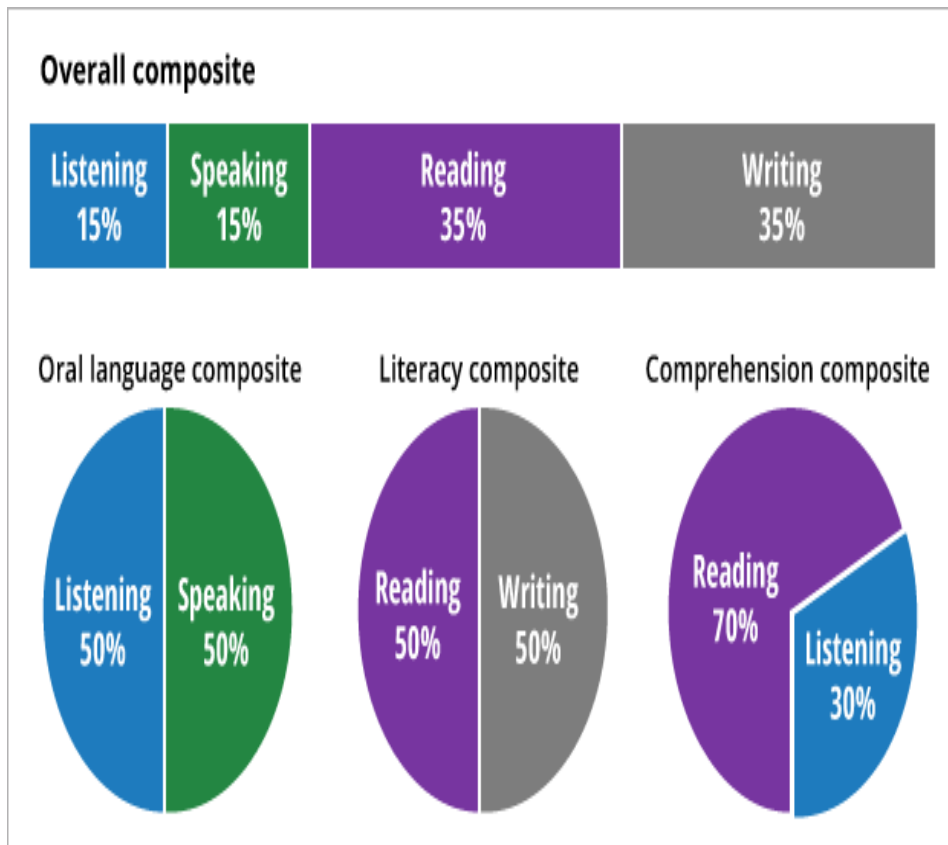
For the first time Missouri will participate in the WIDA Data Validation window. Between April 4 and April 15, districts will be able to correct any issues prior to student reports being generated. These issues include demographics (Name, Date of Birth, Grade, Gender, etc.), accommodations (marking the correct ones or unmarking incorrect ones) and any special fields that were not filled in at the time of testing (absent, teacher invalidation, etc).

Score Reports

WIDA is in the process of developing new score reports for ACCESS for ELLs 2.0.

Student data from ACCESS for ELLs 2.0 will include the following sub scores:

- Scale scores on a K-12 vertically aligned scale (for each of the four domains: Listening, Reading, Writing, and Speaking)
- Grade level proficiencies in terms of the proficiency levels 1-5 in the WIDA English Language Development Standards
- Composite scores as diagrammed in the image below



Timing Guidelines

Please note that none of the ACCESS assessments are timed, so if a student is continuing to make progress, please allow them to finish. Additionally, students with IEPs make have extended time, above and beyond those students without IEPs.

Asmt.	Domain	Timing
ACCESS 2.0 - Online	Listening	40 min.
	Reading	35 min.
	Speaking	30 min.
	Writing	65 min.
ACCESS 2.0 - Paper	Listening	40 min.
	Reading	45 min.
	Speaking	15-35 min.
	Writing – Tier A – Grade 1	35 min.
	Writing – Tier A – Grades 2-12	60 min.
	Writing – Tier B/C	65 min.
K- ACCESS		45 min.
Alternate ACCESS	Listening	20 min.
Alternate ACCESS	Reading	20 min.
Alternate ACCESS	Speaking	20 min.
Alternate ACCESS	Writing	20 min.

Exit Criteria

The following information comes from DESE Administrative Memo QS-14-004, which was published and distributed on May 28, 2014. Please contact Shawn Cockrum (shawn.cockrum@dese.mo.gov or 573-751-8280) with any questions regarding ELL Reclassification. The complete memo is available here: <http://dese.mo.gov/sites/default/files/am/documents/QS-14-004.pdf>

In an effort to provide additional guidance and clarity to improve the process school districts use in transitioning English language learners from direct language instruction into regular-education settings, the department is outlining how ELL students are reclassified as proficient by districts in Missouri. Reclassification is based on the annual English Language Proficiency (ELP) assessment (ACCESS for ELLs®) test results and additional factors.

Reclassification

Students are reclassified based on one of the following methods:

- The student scores an overall proficiency level of 6.0 on the ACCESS for ELLs® ELP assessment
OR
- The student scores an overall proficiency level of at least 5.0 on the ACCESS for ELLs® ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets some additional locally defined criteria in Table 1
OR
- The student scores an overall proficiency level of at least 4.7 on the ACCESS for ELLs® ELP assessment and achieves a proficiency level at least equal to Basic on the state assessment of English Language Arts, AND meets all of the locally defined criteria in Table 1

Table 1 outlines additional criteria beyond an ACCESS for ELLs® test score. Evidence should include demonstrations of grade-level proficiency, without the use of adapted or modified English materials or ELL accommodations on standardized measures.

Table 1

District benchmark or interim assessments (in multiple content areas)
Writing performance assessments scored with the Missouri standardized rubric
Writing samples
Academic records such as semester and course grades
Agreement between the ESL teacher, classroom teacher(s), other relevant staff and parents/guardians that language is no longer a barrier to the students' ability to access academic content.

Students that meet the criteria of reclassification should be moved from Limited English Proficient (LEP) to Monitored Year 1 (MY1) in the student information system.

Note: Students with disabilities under the Individuals with Disabilities Education Act (IDEA) should meet the above standards or have Individual Education Plans (IEPs) that specify parallel, alternate standards-related criteria.

Appendix A – ACCESS 2.0 Test Coordinator Training

Timeline	ACCESS 2.0 Test Coordinator Training Responsibility	Links
August 2015	<p>Ensure that you have a login for the WIDA website in order to be able to complete the following tasks:</p> <ul style="list-style-type: none"> • Create/Update/Deactivate WIDA accounts for any test administrators • Download and Print the W-APT Screener • Review the Training for administering the W-APT, Scoring the W-APT Speaking section and administering the Kindergarten W-APT (if necessary) <p>If no one from your district has ever attended a live MELL training for the W-APT screener, at least one person needs to. That person can then train others in the district. Training dates can be found in the LEA Guide To ELP Assessments in the W-APT section.</p>	<p>WIDA Website: http://www.wida.us</p>
August 2015	<p>Ensure that the contact information for Assessment is correct on screen 3 of Core Data.</p>	<p>DESE Core Data: https://apps.dese.mo.gov/webLogin/login.aspx</p>
During the first 30 calendar days from the beginning of the school year	<p>Any new student you think may qualify for ELL services, either based on the home language survey or another reason, should be screened using the W-APT screener within the first 30 calendar days of the school year. Current ELLs are already in the program and do not have to be re-screened.</p>	
Fall 2015	<p>If your district does not have headsets with microphones, review the Headset Specifications Document (under Assessment Materials & Training) and develop a plan for acquiring headsets. It is acceptable for students to bring their own, however they need to be tested using the practice items prior to use on the assessment.</p>	<p>Headset Specifications Document: https://www.wida.us/assessment/ACCESS%202.0/documents/Headset-specifications.pdf</p>

Timeline	ACCESS 2.0 Test Coordinator Training Responsibility	Links
Fall 2015	<p>Review the following documents and ensure that IEP teams have access to them and understand the new accessibility and accommodations structure:</p> <ul style="list-style-type: none"> • ACCESS 2.0 Accessibility and Accommodations Descriptions • ACCESS 2.0 Accessibility and Accommodations Guidelines • ACCESS 2.0 Accessibility and Accommodations FAQ • Considerations When Choosing Appropriate Accommodations for Alternate ACCESS (Scroll down to Accommodations section) • Guidelines for Accommodations on the Alternate ACCESS for ELLs 	<p>ACCESS 2.0 Accessibility and Accommodations Descriptions: http://wida.us/accommodations/descriptions</p> <p>ACCESS 2.0 Accessibility and Accommodations Guidelines: http://wida.us/accommodations/guidelines</p> <p>ACCESS 2.0 Accessibility and Accommodations FAQ: https://www.wida.us/assessment/FAQs_ACCESS2%2000_Accommodations.pdf</p> <p>Considerations When Choosing Appropriate Accommodations for Alternate ACCESS (Scroll down to Accommodations section): https://www.wida.us/assessment/alternateaccess.aspx#Administration</p> <p>Guidelines for Accommodations on the Alternate ACCESS for ELLs: https://www.wida.us/get.aspx?id=574</p>
9/4/15	<p>WIDA Assessment Management System (WIDA AMS) Available. (Please note: The WIDA AMS should only be accessed using IE 7-9, Firefox 6 or higher or Safari 4 or higher. Using other web browsers may cause issues and conflicts with the site.)</p>	<p>WIDA AMS: https://www.wida-ams.us</p>

Timeline	ACCESS 2.0 Test Coordinator Training Responsibility	Links
After 9/4/15	<p>Review and ensure test administrators review the ACCESS 2.0 sample items instructions and screenshots. This can also be a resource to show parents what test items may look like.</p> <ul style="list-style-type: none"> • Online Sample Items Instructions • Online Sample Items Screenshots 	<p>Online Sample Items Instructions: https://www.wida.us/assessment/ACCESS%202.0/documents/ACCESSforELLs20SIInstructions.pdf</p> <p>Online Sample Items Screenshots: https://www.wida.us/assessment/ACCESS%202.0/documents/ACCESSforELLs20SIPScreenshots.pdf</p>
After 9/4/15	<p>Review and ensure test administrators review the ACCESS 2.0 sample items. This can also be a resource to show parents what test items may look like.</p> <ul style="list-style-type: none"> • Online Sample Items <p>(Please note: The WIDA AMS should only be accessed using IE 7-9, Firefox 6 or higher or Safari 4 or higher. Using other web browsers may cause issues and conflicts with the site.)</p>	<p>Online Sample Items: https://www.wida-ams.us</p>
After 9/4/15	<p>Watch the Overview of ACCESS for ELLs 2.0 Pre-Recorded Webinar to learn about changes to the assessment.</p>	<p>Overview of ACCESS for ELLs 2.0 Pre-Recorded Webinar: https://www.wida.us/assessment/ACCESS%202.0/ACCESS2.0OverviewWebinar052115/presentation.html</p>
9/15/15 – 9/30/15	<p>Test Coordinators should receive via email their login information for the WIDA AMS site.</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
After receiving WIDA AMS login	<p>Complete the WIDA AMS Account Setup training module. This module provides information on how to set up and update WIDA AMS accounts for various users.</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
After completing the Account Setup training	<p>Create WIDA AMS user accounts for Test Coordinators and Technology Coordinators. Set user permissions for Test Coordinators and Technology Coordinators.</p> <p>PLEASE NOTE: As the Test Coordinator, it will be up to you to decide how much or how little access Test Administrators have in the WIDA AMS system.</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
After receiving WIDA AMS login	<p>Complete the WIDA AMS System Documents Download training module. This module provides information on where and how to download resource materials (including software downloads.)</p>	<p>WIDA AMS: https://www.wida-ams.us</p>

Timeline	ACCESS 2.0 Test Coordinator Training Responsibility	Links
After receiving WIDA AMS login	<p>Download and read the WIDA Assessment Management System User Guide, Part 1. The guide provides instruction on the purpose and use of WIDA AMS.</p> <p>PLEASE NOTE: This guide provides instructions on how districts may upload a pre-code file directly to WIDA. Missouri is NOT participating in this process. Districts submit a pre-code file to DESE. Missouri submits one file at the state level.</p>	<p>WIDA AMS: https://www.wida-ams.us</p> <p>WIDA AMS User Guide, Part 1: https://www.wida.us/assessment/ACCESS%202.0/documents/WIDAAMSUserGuidePart1.pdf</p>
After receiving WIDA AMS login	<p>Complete the WIDA AMS Test Materials Ordering training module. This module provides step by step directions for ordering paper based materials including Kindergarten, Large Print, Braille and Alternate ACCESS.</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
After receiving WIDA AMS login	<p>Complete the WIDA AMS Additional Material Ordering training module. This module provides step by step directions for ordering additional paper based materials including Kindergarten, Large Print, Braille and Alternate ACCESS after the initial order.</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
After receiving WIDA AMS login	<p>Download and read the Online Test Administration Manual (O-TAM). The manual, available on the WIDA AMS site, provides all procedural information regarding online test administration (including how to order test materials, set up tests and administer the online test.)</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
After receiving WIDA AMS login	<p>Download and read the Paper Test Administration Manual (TAM). The manual, available on the WIDA AMS site, provides all procedural information regarding paper test administration (including how to order and distribute test materials, how to administer and monitor the test and how to score the Speaking portion.)</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
After receiving WIDA AMS login	<p>Download and read the WIDA Assessment Management System User Guide, Part 2. The guide provides information on WIDA AMS tasks associated with test set up and logistics of testing. (Available Sept. 22)</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
9/23/15 and 9/24/15 – 10:30 am and 1:00 pm	<p>A live Test Coordinator Overview Webinar (to be recorded) will take place providing information about Test Coordinator responsibilities and where to access detailed training information. This is an opportunity to ask questions directly to WIDA and DRC.</p>	<p>Registration Link: https://wida.webex.com/mw0401sp13/mywebex/default.do?siteurl=wida</p>
9/30/15 – 10:30 am and 1:00 pm	<p>A live Test Administrator Overview Webinar (to be recorded) will take place providing information about Test Administrator responsibilities and where to access detailed training information. This is an opportunity to ask questions directly to WIDA and DRC.</p>	<p>Registration Link: https://wida.webex.com/mw0401sp13/mywebex/default.do?siteurl=wida</p>

Timeline	ACCESS 2.0 Test Coordinator Training Responsibility	Links
10/1/15 – 11/6/15	State Pre-Code Window. Pre-Code any ELL student marked LEP-RCV or LEP-NRC in core data. Participating in the Pre-Code process will ensure will not have to manually add WIDA AMS .	Pre-Code Directions and Calendar: http://dese.mo.gov/data-system-management/core-datamosis/timelines#assesprecode WIDA AMS: https://www.wida-ams.us
10/5/15	INSIGHT Test Engine and Testing Site Manager (TSM) Available. They are available on the WIDA AMS site.	WIDA AMS: https://www.wida-ams.us
10/5/15	Ensure the District IT Coordinator knows the Technology User Guide and the instructions for downloading and configuring the TSM and INSIGHT software are available.	
After 10/5/15	Test Demos (Videos) are available. These videos, available on the WIDA AMS site, will enable students and educators to view a video overview of how students will interact with the test items. (Available after October 5).	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Test Practice Items (Online Test Items) are available. These items, available on the WIDA AMS site, will enable students to practice using the online system to help them become familiar with the online test features. (Available after October 5).	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Ensure all Test Administrators take and pass the appropriate Training Course modules and quizzes. Once you have logged into the WIDA site , the training courses for Kindergarten , Alternate ACCESS and ACCESS 2.0 training can be found under the “My Account & Secure Portal” page.	WIDA Website: http://www.wida.us Kindergarten ACCESS training: https://www.wida.us/ACCESSTraining/ACCESS-Kinder/ Alternate ACCESS training: https://www.wida.us/ACCESSTraining/AlternateModule/index.aspx ACCESS 2.0 training: https://www.wida.us/ACCESSTraining/
10/7/15 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.

Timeline	ACCESS 2.0 Test Coordinator Training Responsibility	Links
10/19/15 – 11/13/15	Test Materials Ordering All ordering of physical test materials is done via WIDA AMS .	WIDA AMS: https://www.wida-ams.us
11/4/15 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.
11/14/15 – 1/10/16	Complete the WIDA AMS Test Session Creation training module. This will provide information on how to create and revise test sessions (testing groups) and print test tickets for students to use to log-in. PLEASE NOTE: Test Tickets should be printed a day or two prior to testing, but at minimum one week after any accommodations have been chosen.	WIDA AMS: https://www.wida-ams.us
11/14/15 – 1/10/16	Complete the WIDA AMS System Manage Students training module. This will provide information on how to add additional students to WIDA AMS and how to add or revise accommodations. PLEASE NOTE: Accommodations should be chosen in the system at least one week prior to test administration.	WIDA AMS: https://www.wida-ams.us
11/14/15 – 12/11/15	Complete the WIDA AMS Material Receipt training module. This will provide step-by-step instructions for inventorying and sorting paper materials upon receipt.	WIDA AMS: https://www.wida-ams.us
12/2/15 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.
12/14/15- 3/4/16	Online Test Setup Use the WIDA AMS to complete tasks such as adding students that entered the district after the Pre-Code submission, setting up testing sessions, adding or revising accommodations and more.	WIDA AMS: https://www.wida-ams.us
12/11/15	Districts Receive Test Material Districts should receive any paper based, large print or braille assessments ordered. An overage is automatically provided. This is a high-stakes assessment and therefore testing materials should be securely stored before and after testing.	
12/12/15 – 1/10/16	Complete the WIDA AMS Booklet Labeling and Student Demographic Page Completion training module. This will provide step-by-step instructions for filling in the test booklet demographic page and selecting and applying the appropriate label.	WIDA AMS: https://www.wida-ams.us

Timeline	ACCESS 2.0 Test Coordinator Training Responsibility	Links
12/15/15 – 2/26/16	Additional Test Material Window During this window, districts can order any additional paper based, large print or braille assessments needed. These can be ordered through WIDA AMS .	WIDA AMS: https://www.wida-ams.us
1/6/16 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.
1/11/16-3/4/16	Test Window All students must be tested during this window, regardless of the testing method.	
On Test Day(s)	Test Day(s) <ul style="list-style-type: none"> Confirm all test tickets correctly display each student's requirements. Ensure that Test Administrators follow instructions in the Test Administration Manual. For Writing Grades 1-3, after students have completed the Reading and Listening domains, check the WIDA AMS Grades 1-3 Writing Tier Report to determine which Writing test booklet must be distributed to each students. These booklets will be shipped in advance automatically, but confirm inventory soon after the Reading and Listening test to ensure you have sufficient Grades 1–3 Writing test booklets for each tier. 	
1/12/16 – 3/10/16	Complete the WIDA AMS Handling Test Materials: Packing and Shipping training module. This will provide step-by-step instructions for inventorying, packing, applying return labels, and scheduling pick-up of return materials.	WIDA AMS: https://www.wida-ams.us
1/13/16 – 3/11/16	Districts Pack Completed Test Material Once testing is completed, districts should pack physical testing material as soon as possible.	
1/13/16 – 3/11/16	Districts Ship Completed Test Material to DRC Once testing is completed, and packing has been completed, districts should return testing material to DRC as soon as possible.	
2/3/16 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.

Timeline	ACCESS 2.0 Test Coordinator Training Responsibility	Links
3/2/16 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.
3/5/16 – 4/28/16	Download and read the WIDA Assessment Management System User Guide, Part 3. The guide provides instructions accessing score reports.	WIDA AMS: https://www.wida-ams.us
3/5/16 – 4/15/16	Complete the WIDA AMS System Corrections/Data Validation training module.	WIDA AMS: https://www.wida-ams.us
3/5/16 – 4/28/16	Complete the WIDA AMS Accessing Score Reports training module. This will provide information on how to locate, download and print student reports.	WIDA AMS: https://www.wida-ams.us
3/30/16 – 4/12/16	Data Validation Window Districts will be able to use the WIDA AMS site to correct any issues prior to student reports being generated.	WIDA AMS: https://www.wida-ams.us
4/29/16	Districts receive Reports (Printed and Online).	

Appendix B – ACCESS 2.0 Test Administrator Training

Timeline	ACCESS 2.0 Test Administrator Training Responsibility	Links
August 2015	<p>Ensure that you have a login for the WIDA website in order to be able to complete the following tasks:</p> <ul style="list-style-type: none"> • Download and Print the W-APT Screener (If your Test Coordinator allows) • Review the Training for administering the W-APT, Scoring the W-APT Speaking section and administering the Kindergarten W-APT (if necessary) <p>If no one from your district has ever attended a live MELL training for the W-APT screener, at least one person needs to. That person can then train others in the district. Training dates can be found in the LEA Guide To ELP Assessments in the W-APT section.</p>	<p>WIDA Website: http://www.wida.us</p>
During the first 30 calendar days from the beginning of the school year	<p>Any new student you think may qualify for ELL services, either based on the home language survey or another reason, should be screened using the W-APT screener within the first 30 calendar days of the school year. Current ELLs are already in the program and do not have to be re-screened.</p>	

Timeline	ACCESS 2.0 Test Administrator Training Responsibility	Links
Fall 2015	<p>Review the following documents and ensure that IEP teams have access to them and understand the new accessibility and accommodations structure:</p> <ul style="list-style-type: none"> • ACCESS 2.0 Accessibility and Accommodations Descriptions • ACCESS 2.0 Accessibility and Accommodations Guidelines • Considerations When Choosing Appropriate Accommodations for Alternate ACCESS (Scroll down to Accommodations section) • Guidelines for Accommodations on the Alternate ACCESS for ELLs 	<p>ACCESS 2.0 Accessibility and Accommodations Descriptions: http://wida.us/accommodations/descriptions</p> <p>ACCESS 2.0 Accessibility and Accommodations Guidelines: http://wida.us/accommodations/guidelines</p> <p>Considerations When Choosing Appropriate Accommodations for Alternate ACCESS (Scroll down to Accommodations section): https://www.wida.us/assessment/alternateaccess.aspx#Administration</p> <p>Guidelines for Accommodations on the Alternate ACCESS for ELLs: https://www.wida.us/get.aspx?id=574</p>
9/4/15	<p>WIDA Assessment Management System (WIDA AMS) Available. (Please note: The WIDA AMS should only be accessed using IE 7-9, Firefox 6 or higher or Safari 4 or higher. Using other web browsers may cause issues and conflicts with the site.)</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
After 9/4/15	<p>Review the ACCESS 2.0 sample items instructions and screenshots. This can also be a resource to show parents what test items may look like.</p> <ul style="list-style-type: none"> • Online Sample Items Instructions • Online Sample Items Screenshots 	<p>Online Sample Items Instructions: https://www.wida.us/assessment/ACCESS%202.0/documents/ACCESSforELLs20SIPInstructions.pdf</p> <p>Online Sample Items Screenshots: https://www.wida.us/assessment/ACCESS%202.0/documents/ACCESSforELLs20SIPScreenshots.pdf</p>

Timeline	ACCESS 2.0 Test Administrator Training Responsibility	Links
After 9/4/15	Review the ACCESS 2.0 sample items. This can also be a resource to show parents what test items may look like. <ul style="list-style-type: none"> • Online Sample Items (Please note: The WIDA AMS should only be accessed using IE 7-9, Firefox 6 or higher or Safari 4 or higher. Using other web browsers may cause issues and conflicts with the site.)	Online Sample Items: https://www.wida-ams.us
After 9/4/15	Watch the Overview of ACCESS for ELLs 2.0 Pre-Recorded Webinar to learn about changes to the assessment.	Overview of ACCESS for ELLs 2.0 Pre-Recorded Webinar: https://www.wida.us/assessment/ACCESS%202.0/ACCESS2.0OverviewWebinar052115/presentation.html
After Test Coordinator creates your WIDA AMS account	Complete the WIDA AMS System Documents Download training module. This module provides information on where and how to download resource materials (including software downloads.)	WIDA AMS: https://www.wida-ams.us
After Test Coordinator creates your WIDA AMS account	Download and read the WIDA Assessment Management System User Guide, Part 1 . The guide, provides instruction on the purpose and use of WIDA AMS . PLEASE NOTE: This guide provides instructions on how districts may upload a pre-code file directly to WIDA. Missouri is NOT participating in this process. Missouri submits one file at the state level.	WIDA AMS: https://www.wida-ams.us WIDA AMS User Guide, Part 1: https://www.wida.us/assessment/ACCESS%202.0/documents/WIDAAMSUserGuidePart1.pdf
After Test Coordinator creates your WIDA AMS account	Download and read the Online Test Administration Manual (O-TAM). The manual, available on the WIDA AMS site, provides all procedural information regarding online test administration (including how to order test materials, set up tests and administer the online test.)	WIDA AMS: https://www.wida-ams.us
After Test Coordinator creates your WIDA AMS account	Download and read the Paper Test Administration Manual (TAM). The manual, available on the WIDA AMS site, provides all procedural information regarding paper test administration (including how to order and distribute test materials, how to administer and monitor the test and how to score the Speaking portion.)	WIDA AMS: https://www.wida-ams.us
After Test Coordinator creates your WIDA AMS account	Download and read the WIDA Assessment Management System User Guide, Part 2. The guide, provides information on WIDA AMS tasks associated with test set up and logistics of testing. (Available Sept. 22)	WIDA AMS: https://www.wida-ams.us

Timeline	ACCESS 2.0 Test Administrator Training Responsibility	Links
9/30/15 – 10:30 am and 1:00 pm	A live Test Administrator Overview Webinar (to be recorded) will take place providing information about Test Administrator responsibilities and where to access detailed training information. This is an opportunity to ask questions directly to WIDA and DRC.	Registration Link: https://wida.webex.com/mw0401lsp13/mywebex/default.do?siteurl=wida
10/1/15-11/6/15	State Pre-Code Window. Pre-Code any ELL student marked LEP-RCV or LEP-NRC in core data. Participating in the Pre-Code process will ensure will not have to manually add WIDA AMS . Ensure that your Test Coordinator has as complete list as possible of ELLs in your district for Pre-Code purposes.	Pre-Code information: http://dese.mo.gov/data-system-management/core-datamosis/timelines#assesprecode
10/5/15	INSIGHT Test Engine and Testing Site Manager (TSM) Available. They are available on the WIDA AMS site.	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Test Demos (Videos) are available. These videos, available on the WIDA AMS site, will enable students and educators to view a video overview of how students will interact with the test items. (Available after October 5).	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Test Practice Items (Online Test Items) are available. These items, available on the WIDA AMS site, will enable students to practice using the online system to help them become familiar with the online test features. (Available after October 5).	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Training Courses All Test Administrators must take and pass the appropriate Training Course modules and quizzes. Once you have logged into the WIDA site , the training courses for Kindergarten , Alternate ACCESS and ACCESS 2.0 training can be found under the “My Account & Secure Portal” page. <ul style="list-style-type: none"> Take the Kindergarten test administration quiz and pass with a score of 80% or above. 	WIDA Website: http://www.wida.us Kindergarten ACCESS training: https://www.wida.us/ACCESS-ESSTraining/ACCESS-Kinder/

Timeline	ACCESS 2.0 Test Administrator Training Responsibility	Links
After 10/5/15	<p>Training Courses – Alternate ACCESS All Test Administrators must take and pass the appropriate Training Course modules and quizzes.</p> <p>Once you have logged into the WIDA site, the training courses for Kindergarten, Alternate ACCESS and ACCESS 2.0 training can be found under the “My Account & Secure Portal” page.</p> <p>Alternate ACCESS If you are administering the Alternate ACCESS assessment, you must complete the following.</p> <p>Log into the WIDA site and under the “My Account & Secure Portal” page, choose “Alternate ACCESS Grades 1-12” under ACCESS for ELLs Training.</p> <p>Alternate ACCESS training consists of the following:</p> <ul style="list-style-type: none"> • Review the following: <ul style="list-style-type: none"> • Alternate ACCESS for ELLs Test Overview • Alternate ACCESS for ELLs Sample Items • Alternate ACCESS FAQ • Administering Alternate ACCESS for ELLs Power Point • Alternate ACCESS for ELLs Test Administration Tutorial • Administering Alternate ACCESS for ELLs Webinars • Alternate ACCESS for ELLs Writing Scoring Guide • Download and read the Test Administration Manual • Take the Alternate ACCESS for ELLs test administration quiz and pass with a score of 80% or above. 	<p>WIDA Website: http://www.wida.us</p> <p>Alternate ACCESS training: https://www.wida.us/ACCESSTraining/AlternateModule/index.aspx</p>

Timeline	ACCESS 2.0 Test Administrator Training Responsibility	Links
After 10/5/15	<p>Training Courses – ACCESS 2.0 All Test Administrators must take and pass the appropriate Training Course modules and quizzes.</p> <p>Once you have logged into the WIDA site, the training courses for Kindergarten, Alternate ACCESS, ACCESS 2.0 Paper-Based and ACCESS 2.0 Online trainings can be found under the “My Account & Secure Portal” page.</p> <p>After you have complete the appropriate training courses, you must take and pass a quiz at a rate of 80% or higher.</p>	<p>WIDA Website: http://www.wida.us</p> <p>Kindergarten Training: https://www.wida.us/ACCESS-Kindergarten/</p> <p>Alternate ACCESS Training: https://www.wida.us/ACCESS-AlternateACCESS/</p> <p>ACCESS 2.0 Paper-Based Training: https://www.wida.us/ACCESS-ACCESS2.0 Paper-Based Training:</p> <p>ACCESS 2.0 Online Training: https://www.wida.us/ACCESS-ACCESS2.0 Online Training:</p>
10/7/15 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.
11/4/15 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.
11/14/15 – 1/10/16	<p>Complete the WIDA AMS Test Session Creation training module (if Test Coordinator allows). This will provide information on how to create and revise test sessions (testing groups) and print test tickets for students to use to log-in.</p> <p>PLEASE NOTE: Test Tickets should be printed a day or two prior to testing, but at minimum one week after any accommodations have been chosen.</p>	WIDA AMS: https://www.wida-ams.us

Timeline	ACCESS 2.0 Test Administrator Training Responsibility	Links
11/14/15 – 1/10/16	Complete the WIDA AMS System Manage Students training module (if Test Coordinator allows). This will provide information on how to add additional students to WIDA AMS and how to add or revise accommodations. PLEASE NOTE: Accommodations should be chosen in the system at least one week prior to test administration.	WIDA AMS: https://www.wida-ams.us
12/2/15 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.
12/14/15-3/4/16	Online Test Setup (if Test Coordinator allows). Use the WIDA AMS to complete tasks such as adding students that entered the district after the Pre-Code submission, setting up testing sessions, adding or revising accommodations and more.	WIDA AMS: https://www.wida-ams.us
12/11/15	Districts Receive Test Material Districts should receive any paper based, large print or braille assessments ordered. An overage is automatically provided. This is a high-stakes assessment and therefore testing materials should be securely stored before and after testing.	
12/12/15 – 1/10/16	Complete the WIDA AMS Booklet Labeling and Student Demographic Page Completion training module. This will provide step-by-step instructions for filling in the test booklet demographic page and selecting and applying the appropriate label.	WIDA AMS: https://www.wida-ams.us
12/15/15 – 2/26/16	Additional Test Material Window During this window, districts can order any additional paper based, large print or braille assessments needed. These can be ordered through WIDA AMS . Be sure to inform the Test Coordinator if additional materials are needed.	WIDA AMS: https://www.wida-ams.us
1/6/16 at 1:00 pm	A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.	NOTE: Link to be added once announced.
1/11/16-3/4/16	Test Window All students must be tested during this window, regardless of the testing method.	

Timeline	ACCESS 2.0 Test Administrator Training Responsibility	Links
On Test Day(s)	<p>Test Day(s)</p> <ul style="list-style-type: none"> • Confirm all test tickets correctly display each student's requirements. • For those taking paper/pencil or Kindergarten, ensure that you have all the correct materials and that the information on the student label is correct. If any information on the label is incorrect, you must hand bubble. • Follow instructions in the Test Administration Manual. • For Writing Grades 1-3, after students have completed the Reading and Listening domains, check the WIDA AMS Grades 1-3 Writing Tier Report to determine which Writing test booklet must be distributed to each students. These booklets will be shipped in advance automatically, but confirm inventory soon after the Reading and Listening test to ensure you have sufficient Grades 1–3 Writing test booklets for each tier. If additional test booklets are needed, contact your Test Coordinator immediately. 	
1/12/16 – 3/10/16	<p>Complete the WIDA AMS Handling Test Materials: Packing and Shipping training module.</p> <p>This will provide step-by-step instructions for inventorying, packing, applying return labels, and scheduling pick-up of return materials.</p>	<p>WIDA AMS: https://www.wida-ams.us</p>
After testing is complete	<p>Return any physical testing materials to the Test Coordinator as soon as the assessment has been completed.</p>	
1/13/16 – 3/11/16	<p>Districts Pack Completed Test Material</p> <p>Once testing is completed, districts should pack physical testing material as soon as possible.</p>	
1/13/16 – 3/11/16	<p>Districts Ship Completed Test Material to DRC</p> <p>Once testing is completed, and packing has been completed, districts should return testing material to DRC as soon as possible.</p>	
2/3/16 at 1:00 pm	<p>A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.</p>	<p>NOTE: Link to be added once announced.</p>
3/2/16 at 1:00 pm	<p>A live ACCESS for ELLs 2.0 Q & A webinar (to be recorded) will take place providing Test Coordinators and Test Administrators a chance to ask questions prior to testing. Questions will be documented and posted to the WIDA website. This is an opportunity to ask questions directly to WIDA and DRC.</p>	<p>NOTE: Link to be added once announced.</p>
3/5/16 – 4/28/16	<p>Download and read the WIDA Assessment Management System User Guide, Part 3.</p> <p>The guide provides instructions accessing score reports.</p>	<p>WIDA AMS: https://www.wida-ams.us</p>

Timeline	ACCESS 2.0 Test Administrator Training Responsibility	Links
3/5/16 – 4/28/16	Complete the WIDA AMS Accessing Score Reports training module (if Test Coordinator allows). This will provide information on how to locate, download and print student reports.	WIDA AMS: https://www.wida-ams.us
4/29/16	Districts receive Reports (Printed and Online).	

Appendix C – ACCESS 2.0 Technology Coordinator Training

Timeline	Responsibility	Links
Fall 2015	Review the INSIGHT Testing Platform and Testing Site Manager (TSM) Technology Requirements	Technology Requirements for ACCESS 2.0: https://www.wida.us/assessment/ACCESS%202.0/documents/DRC%20INSIGHT%20System%20Requirements_Fall%202015.pdf
Fall 2015	If your district does not have headsets with microphones, review the Headset Specifications Document and work with the Test Coordinator to develop a plan for acquiring headsets. It is acceptable for students to bring their own, however they need to be tested using the practice items prior to use on the assessment.	Headset Specifications Document: https://www.wida.us/assessment/ACCESS%202.0/documents/Headset-specifications.pdf
9/4/15	WIDA Assessment Management System (WIDA AMS) Available. (Please note: The WIDA AMS should only be accessed using IE 7-9, Firefox 6 or higher or Safari 4 or higher. Using other web browsers may cause issues and conflicts with the site.)	WIDA AMS: https://www.wida-ams.us
After 9/4/15	Watch the Initial Technology Coordinator Overview Pre-Recorded Webinar to learn about changes to the assessment. Read the Q & A document associated with the webinar.	Initial Technology Coordinator Overview Pre-Recorded Webinar: https://vimeo.com/127198407 Q&A Document: https://www.wida.us/assessment/ACCESS%202.0/documents/WIDA%20Tech%20Coordinator%20Q%20and%20A.pdf
After Test Coordinator creates your WIDA AMS account	Complete the WIDA AMS System Documents Download training module. This module provides information on where and how to download resource materials (including software downloads.)	WIDA AMS: https://www.wida-ams.us
10/5/15	INSIGHT Test Engine and Testing Site Manager (TSM) Available. They are available on the WIDA AMS site.	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Please download and read the Technology User Guide. This document provides information about software, secure browser downloads and technology preparation needed.	

Timeline	ACCESS 2.0 Technology Coordinator Training Responsibility	Links
After 10/5/15	Complete the WIDA AMS Testing Site Manager (TSM) module. This module provides step-by-step instructions for downloading and configuring the TSM. If additional help is needed, contact the customer service line at 855-787-9615. PLEASE NOTE: This may not be the same setup as was used last spring on the Grade-Level assessment.	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Complete the WIDA AMS INSIGHT Test Engine module. This module provides step-by-step instructions for downloading and configuring the INSIGHT testing software. If additional help is needed, contact the customer service line at 855-787-9615. PLEASE NOTE: This version of INSIGHT is not the same as was used last spring on the Grade-Level assessment. You must fully remove the previous version before installing the new version.	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Test Demos (Videos) are available. These videos, available on the WIDA AMS site, will enable students and educators to view a video overview of how students will interact with the test items. (Available after October 5).	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Test Practice Items (Online Test Items) are available. These items, available on the WIDA AMS site, will enable students to practice using the online system to help them become familiar with the online test features. (Available after October 5).	WIDA AMS: https://www.wida-ams.us
After 10/5/15	Download and review the Technology FAQs, Hints and Tips document .	Technology FAQs, Hints and Tips document: https://www.wida.us/assessment/FAQs%20for%20Tech%20Coordinators.pdf
10/7/15 at 3:00 pm or 10/9/15 at 10:00 am	A live Technology Coordinator Overview webinar (to be recorded) will take place providing Technology Coordinators with final planning information and a chance to ask questions prior to testing.	Registration Link: https://wida.webex.com/mw0401sp13/mywebex/default.do?siteurl=wida
After completing the TSM module	Download the TSM software installer from WIDA AMS to a non-student computer or server. <ul style="list-style-type: none"> The TSM should be loaded before the INSIGHT software is installed. 	WIDA AMS: https://www.wida-ams.us
After completing the INSIGHT module	Download the INSIGHT software from WIDA AMS to each student computer intended for use during testing. <ul style="list-style-type: none"> Verify the firewall and filters on the computer network are configured correctly to allow communication with the online servers and that the correct URLs and IP addresses are whitelisted as noted in the Technology User Guide. 	WIDA AMS: https://www.wida-ams.us

Timeline	ACCESS 2.0 Technology Coordinator Training Responsibility	Links
After TSM and INSIGHT install but prior to testing	Run a System Readiness Check. Ensure the TSM status is “Up to Date” and green.	
1/11/16-3/4/16	Test Window All students must be tested during this window, regardless of the testing method.	
After testing is completed	Verify that all TSMs have been checked for unsent responses. This will ensure that all completed test data gets submitted. <ul style="list-style-type: none"> This can be done by clicking the Response Caching dropdown and then the Unsent Responses option. The screen will then refresh to display whether any unsent responses exist. If there are unsent responses, click the Transmit Responses button. 	